

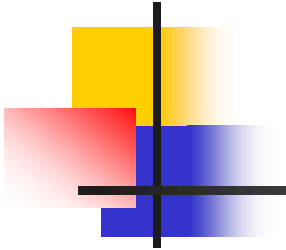


# ELL and Special Education

***Suggestions  
for support  
and collaboration***

*Presented by*  
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# Today's Objectives:



*ELL and special education?*

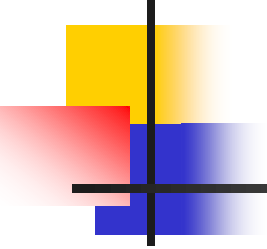
- ☐ *How do we **identify** the students?*
- ☐ *Provide knowledge to parents about ELL*
- ☐ *What **support strategies** would help ELL students*
- ☐ *Developmental stages*



# Who are ELL Students?

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- First language other than English (L1)
- In the process of acquiring English
- Not yet proficient for an English Language only curriculum
- NOTE: Unable to speak English is NOT a disability

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- > Students may receive ELL and Special Education services simultaneously
  - > ELL and special education services can be delivered at different times or at the same time
  - > Pull-out and/or inclusion





# Guidelines

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- Assessment must be conducted to determine are LEP and need intervention (must notify parents of identification)
- 3. Must assess in 4 areas: listening, speaking, reading, and writing
- 4. Identify the students as pre-functional, beginning, intermediate, advanced, or proficient



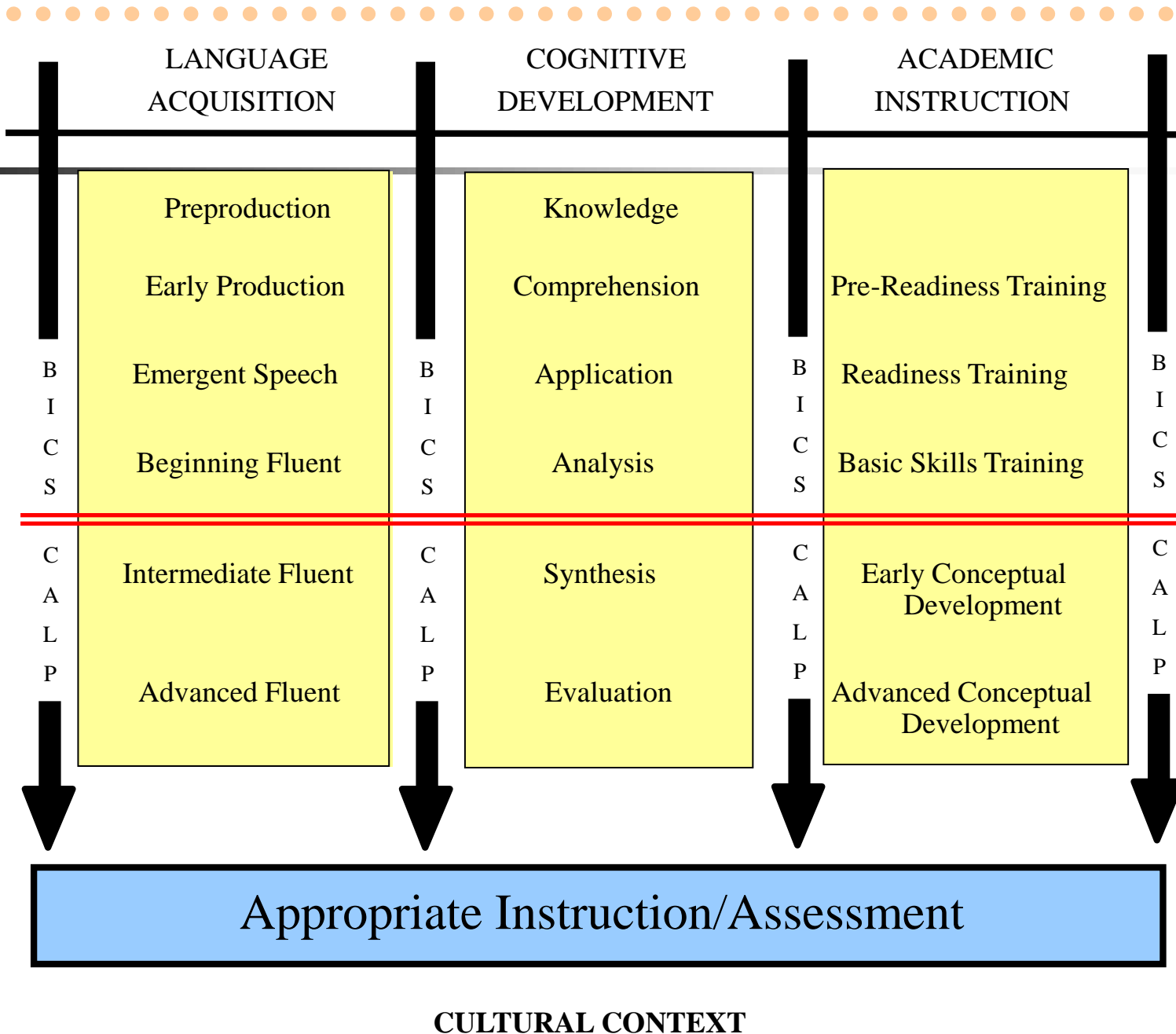
# Stages of Language Acquisition

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- Silent phase (6 weeks to 6 months) acquiring receptive language
- BICs and CALP
- Stages of Language Acquisition
- Next slide reproduced with permission from Dr. Ortiz by email

# Parallel Processes in Development:

## Education follows Maturation





# Cultural Sensitivity

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- Behavior (anxiety, confusion, withdrawal, disorientation)
- Attention (distractibility, response fatigue)
- Language
- Cognitive Styles





# Positive School Climate

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- Teachers have shared knowledge re. ELL learners
- Respect cultural diversity
- Collaborative school, home, community environment
- Academically enhanced instruction
- High expectations
- Ongoing systematic evaluation



# Effective Instruction

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- Instruction in native Language AND English
- Tap into Prior Knowledge
- Curriculum culturally relevant
- Scaffolding and differentiated instruction
- Collaborative Learning
- Create environment rich in language/literacy
- (Source: Artiles & Ortiz, 2002)



# Strategies

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- One-on-one instruction, small group, peer tutoring, differentiated instruction
- Evidence based (e.g. migrant students miss critical instruction)
- Teach & Reteach skills concepts using different strategies
- Supplemental NOT replacement for general education
- Family/Community support



# Adolescent Stages of Development (Specific to Ethnicity)

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- Junior high adolescents may segregate by ethnicity
  - Maintain positive self image by comparing to positive role models, peers
  - Close gap between real and ideal self; revise perception of self; change goals
  - Begins process of exploration of ethnic identity (host culture and self)



# Ethnic Identity Development

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- High School increases exploration
- Positive self esteem rises when goals achieved
- Hetrogeneous classrooms
- Exposure to mainstream culture: interaction with other groups
- Note: racial ethnic enclave may not perceive race & ethnicity as salient



# PSYCHOSOCIAL DEVELOPMENTAL STAGES

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- Trust v. Mistrust (2-3 months) infant begins to distinguish from caregiver
- Autonomy v. Shame & Doubt (4-5 years) Develops will of their own
- Initiative V. Guilt (preschool) Develops sense of purpose and starts to set and achieve goals



# PSYCHOSOCIAL DEVELOPMENTAL STAGES

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- Industry v. Inferiority (elementary)  
Begins to master social & cognitive skills
- Intimacy v. Isolation (young adult)  
Achieve a sense of identity before being able to commit to a shared identity with others



# Behavioral Strategies Prior to Misbehavior

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- Preview Rules, Expectations & Consequences
- Identify misbehavior e.g. avoidance of activities may be due to difficulty level
  - Break down into manageable, easier chunks, include breaks, etcetra
- Increase adult supervision & visibility





# Prevention Strategies

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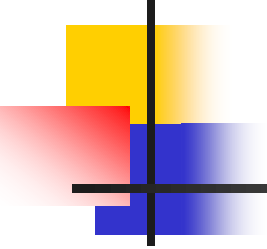
- Offer closed choices and opportunities
  - Work on a project independently or with group
  - Increase positive reinforcement
  - Rearrange seating



# During & After

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- Calm down period
- If not serious, planned ignoring (e.g. attention seeking behavior)
- LOP: inform what kinds of problems result in LOP in advance
- Modeling: Show appropriate behavior either through peer or adult & praise

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- Behavioral Contract: Staff, Parent, Student: Consistency & Monitor
  - Overcorrection: Repetitively practice alternative skill to replace inappropriate behaviors; reward alternative behavior
  - Parent involvement: notes, emails, ask for parent suggestions
  - Peer Consequences
  - Time Out



# Most effective Strategies

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- Establish rules and routines
- Specific praise
- Modeling
- Communicating regularly
- Nonviolent crisis intervention
- Professionalism
- Collaborative Efforts

